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ABSTRACT

This 31-item bibliography which ranges from 1981 to 1988 focuses on the special needs of gifted students in the reading classroom and the challenges to the reading teacher to encourage gifted students to stretch intellectually and to develop critical thinking and reading skills. The articles deal with issues related to reading material selection, research on gifted students and reading instruction, teaching methods, and program designs to enhance the learning situation. (RAE)

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Gifted Students and Reading

by Ruth Eppele

This bibliography focuses on the special needs of gifted students in the reading classroom and the challenges to the reading teacher to encourage gifted students to stretch intellectually and to develop critical thinking and reading skills. The following articles deal with issues related to reading material selection, research on gifted students and reading instruction, teaching methods, and program designs to enhance the learning situation.

This bibliography represents the diversity of articles added to the ERIC database from 1983 through 1988 on gifted students and reading. The abstracts for most of these entries have been edited to allow for the inclusion of more citations. The ED numbers have been included so that the user who wants more information about gifted students and reading instruction can go directly to microfiche collections, order from the ERIC Document Reproduction Service (EDRS), or go to *Resources in Education* for information on obtaining those sources not available through EDRS. The citations to journals are from the *Current Index to Journals in Education*; these articles can be acquired most economically from library collections or interlibrary loan. Alternatively, reprint services are available from University Microfilms International (UMI) and Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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An Introduction

Fitzpatrick, Kathleen; Charters, W. W., Jr. *My Child Is Gifted! Now, What Do I Do? Understandings and Suggestions for Parents.* North Carolina Association for the Gifted and Talented, 1985. 110p. [ED 266 588]

Intended for parents of gifted students, the manual provides suggestions for understanding and working with the gifted child. Section I includes an overview of the nature of giftedness, talent, creativity, and intelligence; an analysis of special problems encountered by the gifted student; and a discussion of the rights and responsibilities of parents of gifted children. Section II offers practical ideas for parents: offers information on home learning activities in art, language arts, mathematics, science, social studies, and health and physical education; presents broader types of activities and parent-child interactions in reading, music, writing, science, and television viewing; and explores ways parents can deal with specific problems, including stress, imagination, perfectionism, and negativism.

Material Selection

"Bytes for Brights," *G/C/T*, n40 p19-23 Sep-Oct 1985.

Reviews the mechanics of learning to read and describes three computer programs to teach reading skills and three to build language skills in gifted students.

Greenlaw, M. Jean; McIntosh, Margaret E. *Literature for Use with Gifted Children.* 1985. 24p. [ED 265 721]

Examines ways to differentiate material used in a reading program for gifted students (birth to age 9). Suggests books for vocabulary, curiosity, sensitivity, appreciation of beauty, and humor.

Lukasevich, Ann. "Three Dozen Useful Information Sources on Reading for the Gifted," *Reading Teacher*, v36 n6 p542-48 Feb 1983.

Annotates journal articles, ERIC documents, and books that provide ideas and activities for classroom teachers and supervisors who want to improve reading instruction for gifted students.

Ross, Elinor; Wright, Jill. "Teaching Strategies to Fit the Learning Styles of Gifted Readers in the Middle Grades." Adapted from a paper presented at the Annual Meeting of the 30th International Reading Association, New Orleans, 1985. 22p. [ED 262 388]

Argues that before working with middle school gifted students, the teacher should be aware of the characteristics and learning style preferences of these students. Describes many of the challenges facing gifted students and how teachers should offer new and alternative ways of helping them view their problems. Includes annotated list of materials to enhance language and reading skills.

Schack, Gina D. "Experts in a Book: Using How-to Books to Teach the Methodologies of Practicing Professionals," *Roeper Review*, v10 n3 p147-50 Mar 1988.

Contains information about choosing, locating, and using how-to books, including an annotated bibliography of exemplary books in science, social science, research methodology, communication modes, and inventing and designing to pique gifted students' curiosity.

Vetrone, Karen. "No Need to See," *G/C/T*, v9 n2 p41-45 Mar-Apr 1986.

Describes a literature unit based on three books with major characters to whom gifted students can relate: "A Wrinkle in Time" by M. Engel, "The Mark of Conte" by S. Levitin, and "Very Far Away from Any Place Else" by U. LeGuin.

Research and Methodology

Bates, Gary W. "Developing Reading Strategies for the Gifted: A Research-Based Approach," *Journal of Reading*, v27 n7 p590-93 Apr 1984.

Provides a guide for evaluating the appropriateness of material for use with gifted students by summarizing research findings into a profile of the gifted reader.

Mangieri, John N.; Madigan, Faye. "Issues in Reading Instruction for the Gifted: Reading for Gifted Students: What Schools Are Doing," *Roeper Review*, v7 n2 p68-70 Nov 1984.

Presents results of questionnaires completed by 150 school districts throughout the country which revealed that reading programs for gifted students focused on enrichment; emphasized teacher recommendation in student selection; shared use of basal series with nongifted students; came under the regular classroom teacher's responsibilities; and featured high degrees of parent-school communication.

Martin, Charles E. "Why Some Gifted Children Do Not Like to Read," *Roeper Review*, v7 n2 p73-75 Nov 1984.

Presents results of reading attitude instruments administered to 124 sixth-, seventh-, and eighth-grade students (gifted, average, or below average). Provides suggestions for classroom activities; selecting reading materials; designing prereading activities; providing challenge; and assessing interests and attitudes.

Meeker, Mary. "A Word to the Coach," *Gifted International*, v4 n2 p78-88 1987.

Discusses the need for athletic coaches to help their athletically gifted students also achieve academic success. Disputes three largely discredited but widely held concepts: (1) the gifted need no coaching; (2) intelligence is inherited; and (3) a physically skilled child should learn to read easily. Includes several case histories.

Roderick, Juanita; Jackson, Patricia. "TV Viewing Habits, Family Rules, and Reading Grades of Gifted and Nongifted Middle School Students." Paper presented at the Conference for the Ohio Association for Gifted Children, 1985. 20p. [ED 264 050]

Examines whether gifted and nongifted middle school students differ in TV viewing habits, family rules, TV heroes/heroines, programming preferences, violence, grades in reading, bedtime hours, out-of-school lessons and hobbies, and ownership and use of TV sets and computers. Responses to a questionnaire suggest that significant differences exist between gifted and nongifted students with respect to these categories.

Rupley, William H. "Reading Teacher Effectiveness: Implications for Teaching the Gifted," *Roeper Review*, v7 n2 p70-72 Nov 1984.

Reviews research on teacher effectiveness in reading instruction and notes implications for gifted students in four areas: reading diagnosis, teacher-directed instruction, opportunities to learn and practice, and engagement in learning.

Swanton, Susan I. "Minds Alive—What and Why Gifted Students Read for Pleasure," *School Library Journal*, v30 n7 p99-102 Mar 1984.

Presents results of survey analyzing pleasure reading habits of gifted and other elementary school students covering types of books, where books are obtained, favorite authors, importance of reading, activities that encourage reading, early childhood books, number of books owned, and enjoyment of reading. Discusses the role of schools and libraries.

Windram, Mary P. "Getting at Reading through Science Inquiries," *Roeper Review*, v10 n3 p150-52 Mar 1988.

Examines three gifted students (ages 7 to 8 years) with reading problems who experienced more difficulty than their peers in science. Incorporating the science inquiry approach into their reading program helped them realize that reading was not a separate activity and improved their reading skills.

Wingenbach, Nancy Gard. *Gifted Readers: Comprehension Strategies and Metacognition*. 1982. 39p. [ED 244 237]

Investigates the reading comprehension processes of gifted readers, specifically their use of comprehension strategies and their metacognitive awareness. Examines grade level differences in strategy use and metacognitive awareness.

Program Suggestions

Abbott, Barbara; Diers, Russell. *Technology and Man: The Humanities and Science (Selected Study Topics for Gifted Students in Grades 9-12)*. Bucks County Intermediate Unit 22, 191. 17p. [ED 251 993]

Focuses on humanities and science. Offers 3 sample units for students in grades 9-12: "Man's Origins: Where Did He Come From?" examines conflicts over evolution versus creationism, impacts of genetic control, and economics and politics of population problems; "Man's Future: Where Is He Going?" involves students in questions of utopia, behavior control, nationalism, and futurism; "Man's Search for Immortality: Can He Overcome Death?" examines literature on death and dying, religious concepts of the Savior, and empirical and rational arguments for and against immortality. Includes suggested reading and audiovisual materials.

Baskin, Barbara; Harris, Karen H. *Reading for the Gifted. 1985 Digest." ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA, 1985. 3p. [ED 262 513]*

Emphasizes the importance of reading in the curriculum for gifted students. Emphasizes that highly able readers have needs for specific assistance in developing more complex skills, in choosing books and materials for particular purposes, and in applying learning to real-life problems. Components of superior reading curricula should include language-related strategies, context-related strategies, meaning-related strategies, and reasoning-related strategies.

Brown, Wesley; Rogan, Joseph. "Reading and Young Gifted Children," *Roeper Review*, v5 n3 p6-9 Feb 1983.

Argues that reading for primary level gifted children should provide for more appropriate experiences than mere adaptations of the regular reading program; and that early identification should be followed by small group instruction in which gifted students are encouraged to read widely, creatively, and critically.

Bryant, Margaret A. "Meeting the Needs of Gifted First-Grade Children in a Heterogeneous Classroom," *Roeper Review*, v9 n4 p214-16 May 1987.

Illustrates how the use of the cluster approach in a reading/language arts program for gifted first-graders (in a classroom with peers of varying ability) allows gifted students to work with others who have similar abilities and provides time-saving opportunities for teachers and modeling opportunities for non-gifted students.

Carr, Kathryn S. "What Gifted Readers Need from Reading Instruction," *Reading Teacher*, v38 n2 p144-46 Nov 1984.

Notes that while gifted students have characteristics that suggest superior reading ability, not all of them become capable readers. Proposes a teaching program that is different in content,

method, and pacing to help these children reach their potential.

Flack, Jerry D. "A New Look at a Valued Partnership: The Library Media Specialist and Gifted Students," *School Library Media Quarterly*, v14 n4 p174-79 Sum 1986.

Suggests that media specialists can assist gifted learners by teaching them research skills, including the evaluation of information resources and how to design and carry out a plan of study, and by introducing them to good literature. Describes several model programs for gifted students that can be implemented in schools.

Howell, Helen. "Language Literature, and Vocabulary Development for Gifted Students," *Reading Teacher*, v40 n6 p500-04 Feb 1987.

Outlines diverse strategies for increasing vocabulary skills of gifted readers in the lower primary grades, using children's literature to supplement good tradebooks.

Labuda, Michael, ed. *Creative Reading for Gifted Learners: A Design for Excellence*, 2nd Ed. International Reading Association, 1985. 177p. [ED 261 359]

Focuses on creative pupils and creative reading, special considerations when developing programs for gifted students, materials and resources, meeting the writing needs of gifted students, suggestions for meeting their unique needs, and future trends regarding education of the gifted.

McIntosh, Margaret E. "An Historical Look at Gifted Education as It Relates to Reading Programs for the Gifted". 1982. 63p. [ED 244 472]

Reviews the history of gifted education in the United States since the late 1800's, with particular emphasis on reading and reading instruction. Examines definitional issues; analyzes the impact of social forces upon the changing conceptions of the population; considers research on the kinds of reading experiences and instruction needed by gifted students; and stresses the importance of teaching critical and creative reading.

Moller, Barbara W. "An Instructional Model for Gifted Advanced Readers", *Journal of Reading*, v27 n4 p324-27 Jan 1984.

Describes a systematic approach to reading instruction with gifted students that increases their reading ability and broadens their interests.

Norsen, Barbara G.; Wick, Christine. *Individual Progress Program for the Extremely Gifted Student in the Greater Seattle Area*. Seattle Public Schools, WA, 1983. 10p. [ED 232 347]

Describes the Individual Progress Program (IPP) which is designed to serve extremely advanced gifted students (grades 1 through 9) in the Seattle area.

Rowe, Sula J. "Independent Reading," *English Journal*, v72 n1 p35-36 Jan 1983.

Describes an independent reading program for gifted students used by the Blue Mountain Union Schools in Wells River, Vermont.

Shaughnessy, Michael F.; Gerkey, Stephen. "The Gifted and Writing." Paper presented at the 31st Annual Meeting of the New Mexico State Conference of the International Reading Association, Santa Fe, NM, 1986. 15p. [ED 283 169]

Argues that assigning student journals not only gets students started on an expressive writing project, it achieves a number of other educational objectives: (1) starts classroom discussions; (2) focuses attention on salient points; (3) summarizes germane materials; (4) reorients classes; (5) evokes responses to films and readings; (6) generates paper topics; (7) creates a personal dialogue with students; (8) encourages students to air frustrations; and (9) helps students relax and enjoy writing.

Steinbach, Trevor T. *Gifted Ideas. A Resource Guide for Teachers with Gifted Students. #5 of a Series.* Illinois Council for the Gifted, Bolingbrook, IL, 1983, 15p. [ED 240 808]

Presents characteristics of the gifted and ideas for working effectively with gifted students. Lists behavioral traits exhibited by gifted students. Discusses the myth that gifted individuals can be expected to perform perfectly in all areas of endeavor. Suggests ways teachers can plan the learning environment and develop good student-teacher relationships.

van Stekelenburg, A. V. "Classics for the Gifted: Evaluation." Paper presented at the International Conference: Education for the Gifted. "Ingenium 2000," Stellenposch, Republic of South Africa, 1984. 10p. [ED 292 223]

Argues that classical studies and translation have value for all students and particular benefits for gifted students at all educational levels. Results of English reading scores of students with

one year of Latin instruction were higher than those who were in their fourth year of Spanish or French.

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